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The Moraine Valley Resident: His Attitude Toward the Community College and His Socio-Economic Characteristics.

Moraine Valley Community Coll., Oak Lawn, Ill. Office of Research and Curriculum Planning.

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A study was conducted to give the college current community data for educational planning and to give social science students the experience of helping to conduct a survey. The parts of the report were highlights of the survey results, purpose and background of the study, its methods and limitations, attitudes of residents to the college, and residents' socioeconomic status. The highlights were: (1) 80% of the residents agreed with college goals, 18% were neutral or uncertain, 2% disagreed; (2) approval increased along with an increase in satisfaction with other community services, in social status, and in length of community residence; (3) residents approved of the transfer goals more than the developmental program goals; (4) 75% felt that taxes for the college were a good investment and that the college improved the community. Head-of-household characteristics were: (1) nearly half had lived in the community for 10 or more years, 70% in the county for 20 or more years, and 60% in the state for 30 or more years; (2) 75% had completed high school, 40% had gone farther, and over 10% had college degrees; (3) a third were skilled workers; a third were semi-skilled, salesmen, or managers; the other third included those in professional, service, clerical, or unskilled jobs; (4) about half worked in Chicago, a fourth in the college district, and a fourth in other parts of the metropolitan area. Methods of training student interviewers are described and samples of the survey materials are appended. (HH)

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THE MORAINE VALLEY RESIDENT

His Attitude Toward the Community College
and
His Socio-economic Characteristics

JC 690 324

MORAINE VALLEY COMMUNITY COLLEGE

Division of Institutional Services

Office of Research and Curriculum Planning

August 1969

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 15 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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PREFACE

The research study described in this report was conducted to provide the college with current community data for educational planning and to provide college students an opportunity to help conduct a community survey.

The report is divided into five sections:

I. HIGHLIGHTS OF SURVEY RESULTS
II. BACKGROUND AND PURPOSE OF THE STUDY
III. METHODS AND LIMITATIONS OF THE STUDY
IV. RESIDENT ATTITUDES TOWARD MORAINE VALLEY
V. RESIDENT SOCIO-ECONOMIC CHARACTERISTICS.

This study was a cooperative project of the Division of Instruction and the Division of Institutional Services. Contributing to the success of this study were:

Assoc. Prof. Raymond Olson and Asst. Prof. William Klecka, who used this survey as a class project;

Social Science 102 students who conducted the interviews;

Social Science Director Hal Boadway, Instructional Dean Vincent Guarna and Institutional Services Dean Don A. Walter, who approved the project;

Linda Nemeth and other members of the Information Systems staff who programmed and processed the data;

Librarian Anabel Sproat, who secured references through inter-library loan service;

Audio Visual Supervisor Richard Brady and his staff who video-taped the project;

Community Relations Director Mary Nelson, who prepared news releases, and Publications Supervisor Miles Meyerson, who provided editorial assistance;

Secretaries Joy Allen and Estelle Bakos of the Research and Curriculum Planning staff, who prepared and packaged survey materials and coded some data;

Research Assistant Estelle Bakos, who assisted in student instruction and who prepared graphic materials for this report;

Secretary Pat Giancarlo and Machine Operator Dorothy Lavan, who prepared and duplicated this report,

and Community residents who answered the survey questions.

The writer assumes responsibility for any errors in this report.

Alfred R. Hecht

HIGHLIGHTS OF SURVEY RESULTS

An indication of the degree of community acceptance of college goals is given by the following profile:

* Four of every five residents interviewed agreed with the goals of Moraine Valley Community College; 18 per cent were neutral or uncertain, and two per cent disagreed with the college's objectives.
* Approval of college goals increased as satisfaction with other community services increased, as social status increased and as length of residence in the community increased.
* Residents most strongly approved the college's transfer program objectives and least approved the developmental program objective.
* Three-fourths of the respondents considered local taxes spent on MVCC a good community investment. They also felt that the college makes the community a better place in which to live.

The following profile of heads of households surveyed is an indication of current district socio-economic characteristics:

* Almost half have lived in this community for 10 or more years, more than seven of every 10 have lived in Cook County 20 or more years, more than six of every 10 have lived in Illinois 30 or more years. Half moved to their present community from Chicago.
* Three-fourths have completed a high school education. Four of ten have continued formal education beyond high school,

and more than one in ten hold a college degree.

* Almost a third are skilled workers; more than a third are employed in semi-skilled, sales or managerial occupations; almost a third are employed in professional, service, clerical or unskilled occupations.
* About half work in Chicago, a fourth are employed in the college district, and about a fourth are employed in the Chicago metropolitan area outside Chicago and the college district.
* A typical head of household is a high school graduate who is employed in Chicago as a skilled worker. He moved into the district from Chicago 10 or more years ago. He has lived in Cook County 20 or more years and in Illinois 30 or more years.

II. BACKGROUND AND PURPOSES OF THE STUDY

Early development of a college indentity visible to the community can be considered the product of a number of college activities. Certainly, conducting a full-time program in temporary college buildings has contributed to this development. Other contributory activities include continuous coverage in local newspapers, citizens' program advisory committees, a speakers' bureau, Evergreen Plaza Week and a lecture-concert series open to the public. These and a growing number of other community-contact activities are increasing community awareness of the presence of the college.

Voter approval of formation of the junior college district in 1967 and of the building bond issue in 1968 are indications of approval of the college as a community institution. However, college administrators have recognized the need to learn residents' current attitudes toward

the college and their current concepts of the role of the college in the community. Collecting such data in the college's first year of operation provides a benchmark from which to measure change in future years.

Several types of socio-economic data are useful in educational planning. However, most socio-economic information available now is based on the 1960 Census of Population and is outdated.

Assoc. Prof. Raymond Olson and Asst. Prof. William Klecka requested help in giving their social science students an opportunity to participate in the conduct of a research study dealing with community services studied in class.

From this background the purposes of the study were developed. They were:

1. To determine district residents' attitudes toward Moraine Valley and its goals.
2. To determine current socio-economic characteristics of district residents, including mobility, education, occupation and place of employment.
3. To involve social science students in the conduct of research related to community services studied in class.

III. METHODS AND LIMITATIONS OF THE STUDY

This section includes descriptions of the sampling procedures, development of the interview schedule, interviewer assignment, interviewer training and data analysis procedures.

A simple random sample, stratified proportionately by municipality, was used in this study. This design was employed to provide the most reliable information within the limitations of available survey staff and resources.

Working with street maps of their own communities, social science students serially numbered the residential blocks in each municipality. To give each residential block in each municipality an equal chance of being included in the sample, students used a table of random numbers to select blocks to be surveyed. For each block chosen, the names and addresses of the first twelve telephone subscribers, as listed in the South Suburban Street Address Directory, were listed as the block sample.

To insure a representative sample of the district, the number of blocks selected in each municipality was proportional to that municipality's fraction of the district population. As shown in Table 1., for every community the percentage of survey responses was nearly the same as that community's percentage of the district population residing in municipalities.

The 1,350 households interviewed by 144 social science students are a two per cent random sample of households in district municipalities. According to a conservative reliability estimate, chances are more than 99 per cent that the percentages given in this report are within three per cent of those which would be obtained in a survey of every household in the district's municipalities (1).

Survey findings are limited to the 25 Communities listed in Table 1. About one-fifth of the district population lives in unincorporated areas excluded from the sample.

The slight sample bias in favor of telephone subscribers was offset by refusals who were replaced by other residents of the selected blocks. Although using telephone subscribers may bias a sample towards middle and upper middle social status, 30 per cent of the district sample was working status.

TABLE 1

Survey Responses by Municipalities

Municipalities	Survey Responses	Percent Sample Population	Percent District Municipalities	Number of Refusals *
Alsip	49	3	4	14
Bedford Park	12	1	-	3
Blue Island	88	7	8	16
Bridgeview	28	2	4	9
Calumet Park	32	2	4	4
Chicago Ridge	44	3	3	11
Crestwood	21	2	2	4
Evergreen Park	181	13	10	32
Hickory Hills	68	5	4	9
Hometown	48	3	3	9
Justice	8	1	1	1
Merrionette Park	18	1	1	4
Oak Forest	12	1	-	2
Oak Lawn	243	18	21	41
Orland Park	30	2	2	7
Palos Heights	54	4	3	4
Palos Hills	16	1	1	1
Palos Park	4	3	1	3
Robbins	22	2	3	0
Stickney	194	14	14	25
Summit	80	5	5	9
Tinley Park	8	1	-	0
Westhaven	9	1	-	0
Willow Springs	5		1	1
Worth	76	5	5	7
Total	1350	100	100	216

* Estimates by student interviewers

Interview schedule development was a joint student-staff activity. Instructor-led student committees screened published scales and items to identify those variables of interest to the students. The instructors and the project director merged the scales selected by the students with those of concern to the college. An objective item format and a standardized script were used to provide reliable results. After field testing, the interview schedule included the four variables shown in the following table. (See Appendix for complete schedule.)

Variable	Items	Nature
Attitude toward MVCC	1-8	Likert-type items
Attitude toward Community Services	9-14	Likert-type items
Mobility	15-17	Length of residence in community, county and state
Social Status	19-22	Education and occupation

The ease with which respondents answer a schedule item is a measure of the clarity of that item. Student interviewer's reported that most householders answered most schedule items easily. Classification of jobs into occupational groups (item 21 or 22) was the most difficult item for respondents to answer, probably, because of their lack of familiarity with the several categories provided.

Students reported that some respondents found item 13 (dealing with increasing taxes to improve community services) more difficult to answer than other schedule items. Residents may prefer to consider specific improvement proposals in relation to specific tax increase proposals. This item most often prompted residents to depart from the interview topic or to talk at length on the topic.

The only other schedule item which a few respondents found difficult to answer was item 19, (dealing with extent of formal schooling). Parten (6) reports that educational attainment tends to be exaggerated unless the question is properly framed. That the sample reported more high school graduates than a recent Census Bureau estimate for all persons in the U. S. 25 and over (10), suggests that, in answering this item, a few respondents may have hesitated until they decided how much to exaggerate their answer.

On the assumption that student interviewers would function most effectively in areas familiar to them, students were asked to select four blocks of assignment preference from a list of all blocks in the sample. One of the four blocks was selected from one of the communities which was underrepresented in class enrollment. Students ranked the blocks from one to four in descending order of assignment preference. The following table shows that two of every three students were assigned to their first or second choice and about three-fourths were assigned to one of their first three choices.

Student Choice	Number	Per Cent	Cumulative Per Cent
1	60	42	42
2	33	23	65
3	12	8	73
4	22	15	88
None	17	12	100
	144	100	

Interviewer training was provided to increase reliability of survey results. Students were given an interview guide which included authoritative suggestions for conducting the interview and procedures for handling special problems. (5, 8, 9, 11) (See Appendix) At the beginning of a two-hour

training session, students were given an opportunity to ask questions about any procedures which they didn't understand. A packet of survey materials was distributed and discussed.

A demonstration interview was conducted to give students an opportunity to practice coding the sample subjects responses as well as to show how a typical interview might proceed. The average score on coding the 18-item demonstration interview was 97% or more than 17 items coded correctly. Only five of 131 students present coded more than two items incorrectly on their first coding practice.

Following the demonstration interview, pairs of students alternated serving as interviewer-coder and respondent. During these practice interviews, the instructors and research staff answered questions raised by the students. Students were encouraged to practice interview and coding procedure until they were confident that they were ready to interview their assigned block.

Several procedures were used to enlist cooperation from survey respondents. A news release announcing the general nature and purposes of the study was published by several local papers the week before interviews were scheduled (See Appendix). Form letters filled out by student interviewers notified each prospective respondent of a proposed date and time for an interview (See Appendix). Interviews were scheduled from morning through evening every day except Sunday. Students wore MVCC identification badges while interviewing.

Survey responses were coded on IBM mark-sense answer cards. Students already were familiar with these cards, having used them in taking college tests. Using mark-sense cards eliminated the possibility of keypunch errors and facilitated data analysis.

To encourage accurate reporting of data, student interviewers were provided with the following incentives:

- participation in sample selection and schedule development.
- responsibility for completing a research report based on survey data on a problem of their choice.
- opportunity to contribute to the development of the college.
- release from a two-hour block of class time.

Attesting to the conscientious attitude of the interviewers were the questions they telephoned to survey supervisors, the questions they asked about data analysis during visits to research and instructional offices and the quality of their research reports.

Several procedures were used in analyzing the data gathered in this study.

Item response values ranging from one to five were assigned to all answer choices. For all but the mobility scale, one indicated the least desirable answer, and five indicated the most desirable answer. On the mobility scale one represented longest residence and five shortest residence.

For each scale, response values for all items were added to provide a scale score.

For example, a person giving the most favorable answer to each of the eight items comprising the "attitude toward MVCC" scale would be assigned a scale score of 40 (8x5). At the other extreme, a person giving the least favorable answer to each of these items would be assigned a scale score of eight (8x1). Score ranges for each analysis category are shown in Table 2.

TABLE 2

Survey Response Analysis Categories

Items	Variable Scale	Categories	Score Range
1-8	Attitude toward Moraine Valley	Unfavorable	8-18
		Neutral	19-28
		Favorable	29-40
9-14	Attitude toward Community Services	Unfavorable	6-14
		Neutral	15-21
		Favorable	22-30
15-17	Mobility	Low	3-5
		Medium	6-12
		High	13-15
19-22	Social Status	Working	2-4
		Lower Middle	5-8
		Upper Middle	9-10

The college computer was programmed to provide the two types of statistical analysis included in this report. The number and per cent of responses was calculated for all analysis categories.

In addition, a Chi-Square Test for Independence was used to indicate which of several pairs of variables were related (2). (See Appendix for sample computer print-out). Results of all chi-square analyses are reported in terms of the probability of chance accounting for the results observed.

For example, the probability that chance accounts for the direct relationship between favorable attitudes toward MVCC and favorable attitudes toward other community services is less than one in 1,000. This relationship is shown in the table which appears at the top of page 12.

Because small sample sizes did not permit separate analyses by municipality, survey data is reported for the entire college district.

IV. RESIDENT ATTITUDES TOWARD MORAINE VALLEY

This section summarizes general attitudes of residents toward the college, the goals of the college, local tax support of the college and the contributions of the college to the community.

Most residents expressed a favorable general attitude toward the college. This is in marked contrast to their general attitude toward other community services. These data are summarized in the following table.

Attitude:	Toward MVCC	Toward Community Services
Favorable	79.3%	22.2%
Neutral	18.6%	69.3%
Unfavorable	2.1%	8.5%
	100.0%	100.0%

This contrast may be exaggerated because in six of eight items residents were evaluating long-range college goals, while in four of six items they were evaluating existing community services. Furthermore, the goals of the college are common to the entire district, whereas community services vary from community to community.

Nonetheless, the comparison of attitudes toward the college with attitudes toward other community services provides a local norm which indicates a highly favorable attitude toward the college.

Attitude toward Moraine Valley varies directly with attitude toward other community services, as shown in the following table.

Attitude Toward Community Services	Attitude Toward MVCC: Favorable	Unfavorable
Poor or Fair	69%	6%
Good	81%	1%
Excellent or Superior	93%	.8%
Total respondents:	1340	
Probability of chance accounting for results:	Less than 1 in 1000	

Favorable attitude toward Moraine Valley also increases with social status. Favorable attitude toward other community services doesn't change with social status. These data are presented in the following table.

Social Status	Favorable Attitude Toward MVCC	Favorable Attitude Toward Community Services
Working	75%	7%
Lower Middle	76%	9%
Upper Middle	84%	10%
Total respondents:	1313	1314
Probability of chance accounting for results:	Less than 5%	More than 10%

Favorable attitude toward the college increases slightly with length of residence in the community. Favorable attitude toward community services is not affected by length of residence in the community. These data are shown in the following table.

Length of Residence	Favorable Attitude Toward MVCC	Favorable Attitude Toward Community Services
Short	78%	8%
Medium	76%	9%
Long	82%	11%
Total respondents:	1326	1327
Probability of chance accounting for results:	Less than 5%	More than 10%

Resident approval of specific Moraine Valley goals is summarized in Figure 1. (See sample Interview Schedule in Appendix for complete statements of college goals.) Consistent with the common conception of a college, residents most strongly approved transfer programs (89%) and least strongly approved developmental programs (68%).

Percentage of approval was similarly high for occupational and technical programs (77%), continuing education programs (79%), and counseling services (81%). Approval of community service programs was moderate (71%) in contrast to all but developmental program goals.

Disseminating additional information to the community about the need for, purposes of and activities in the developmental and community service programs may increase community acceptance of these programs.

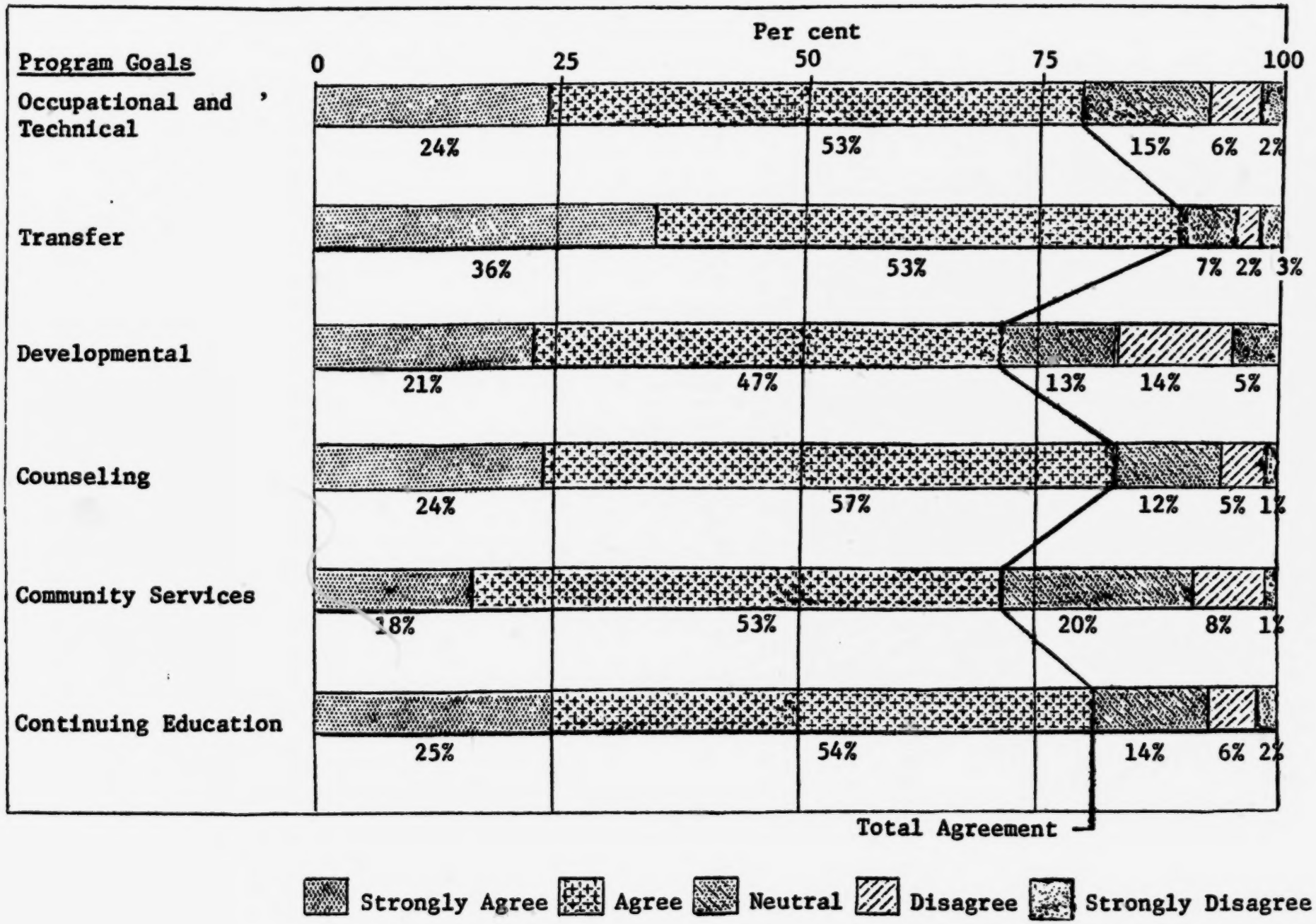
As shown in the following table, more than three-fourths of the residents agreed that "local taxes for our community college are a good community investment" and slightly more than half of the residents agreed that "community improvements should be made, even if they increase taxes."

Local Taxes For:	MVCC	Community Services
Agree	78%	53%
Neutral	15%	28%
Disagree	7%	19%
	100%	100%
Total respondents:	1318	

This is an indication that residents consider expenditure of local taxes for the community college a better investment than expenditure of local taxes for other community services. Evidence supporting this hypothesis is included in the following table.

FIGURE 1

Resident Attitudes Toward Moraine Valley Goals



Of those who <u>disagreed</u> to more taxes for community improvements.....55% agreed and 20% disagreed

Of those who were <u>neutral</u> to more taxes for community improvements...70% agreed and 4% disagreed

Of those who <u>agreed</u> to more taxes for community improvements.....89% agreed and 3% disagreed

that "local taxes spent on MVCC are a good community investment."

Total respondents: 1318

Probability of change accounting for results: Less than 1 in 1000

Favorable attitude toward MVCC increased with agreement with the statement "community improvements should be made even if they increase taxes," as shown in the following table.

Community improvements should be made even if they increase taxes	Favorable Attitude Toward MVCC
Disagree	63%
Neutral	83%
Agree	86%
Total respondents:	1321
Probability of chance accounting for results:	Less than 1 in 1000

The college taxation views expressed by respondents to this survey are in accord with the voting behavior of the majority in the building bond issue referendum held June 15, 1968.

Three-fourths of the residents interviewed agreed that Moraine Valley makes our community a better place in which to live. A similar proportion

is satisfied with this community as a place to live. These data are presented in the following table.

Satisfaction with:	MVCC	Community
Satisfied	75%	69%
Neutral	19%	17%
Dissatisfied	6%	14%
	100%	100%
Total respondents:	1317	

As the following table shows, the greater satisfaction with this community as a place to live, the more likely Moraine Valley will be considered a community improvement.

Of those strongly dissatisfied with this community.....55% agree and 17% disagree

Of those dissatisfied with this community.....53% agree and 16% disagree

Of those uncertain about satisfaction with community..... 68% agree and 10% disagree

Of those satisfied with this community..... 78% agree and 3% disagree

Of those strongly satisfied with this community..... 90% agree and 3% disagree

that "MVCC makes our community a better place in which to live."

Total respondents: 1317

Probability of chance accounting for results: Less than 1 in 1000

More than half of those who reported being strongly dissatisfied with this community as a place to live agreed that our college is a community improvement. Only three per cent of those who reported being strongly satisfied with this community did not consider that the college makes our community a better place in which to live.

V. RESIDENT SOCIO-ECONOMIC CHARACTERISTICS

This section describes the following current socio-economic characteristics of district residents: mobility, education, occupation and place of employment.

Figure 2 shows the mobility of heads of households in relation to municipality, Cook County and Illinois. That the district population is more stable than mobile is shown by the fact that almost half of the heads of households have lived in their present community for 10 or more years, more than seven of every 10 have lived in Cook County 20 or more years and more than six of every 10 have lived in Illinois 30 or more years. Only four per cent have lived in their present community less than a year, two per cent have lived in Cook County less than five years and five per cent have lived in Illinois less than 15 years.

A stable population base contributes to effective long-range educational planning.

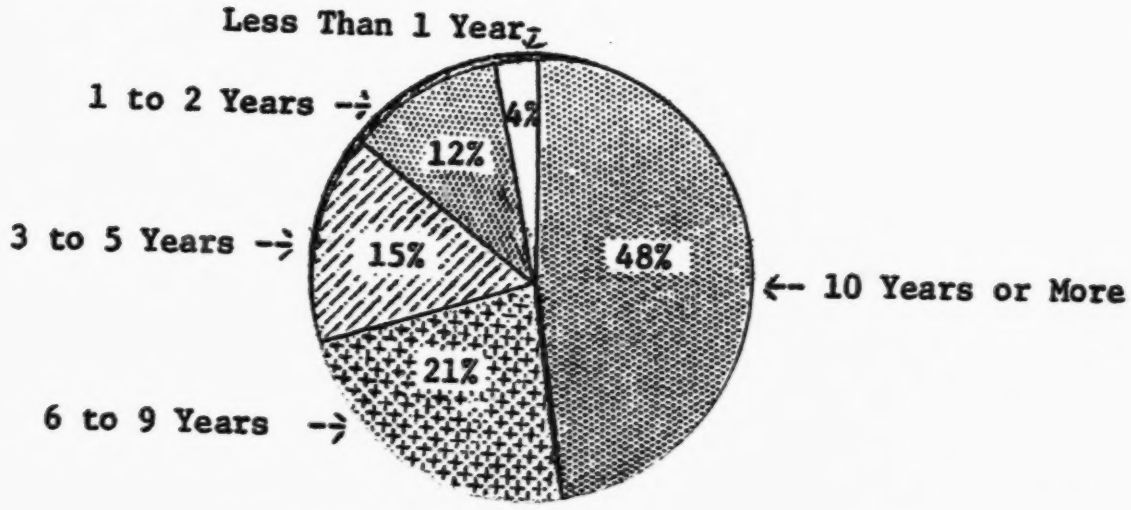
Migration from city to suburbs is shown in the following table of community of former residence of heads of households.

Community	Per Cent	Number
Chicago	50	659
Another Chicago Suburb	18	236
Present community only	17	221
Illinois (outside Chicago area)	8	104
Another state or country	8	106
	101	1326

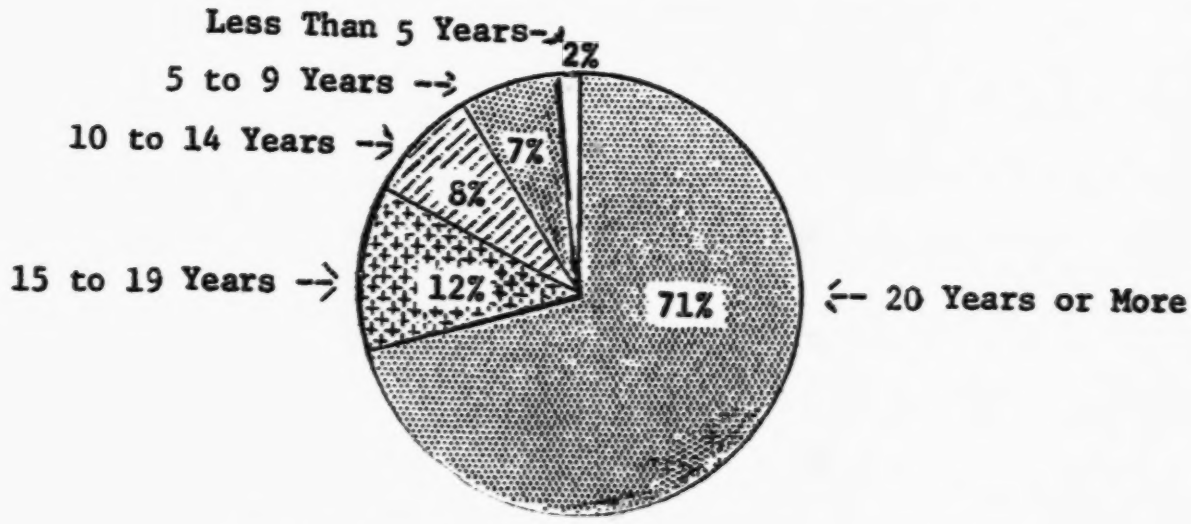
The number of households initially established in the college district is equal to both the number of migrants from other suburbs and the number of migrants from outside the Chicago area.

FIGURE 2

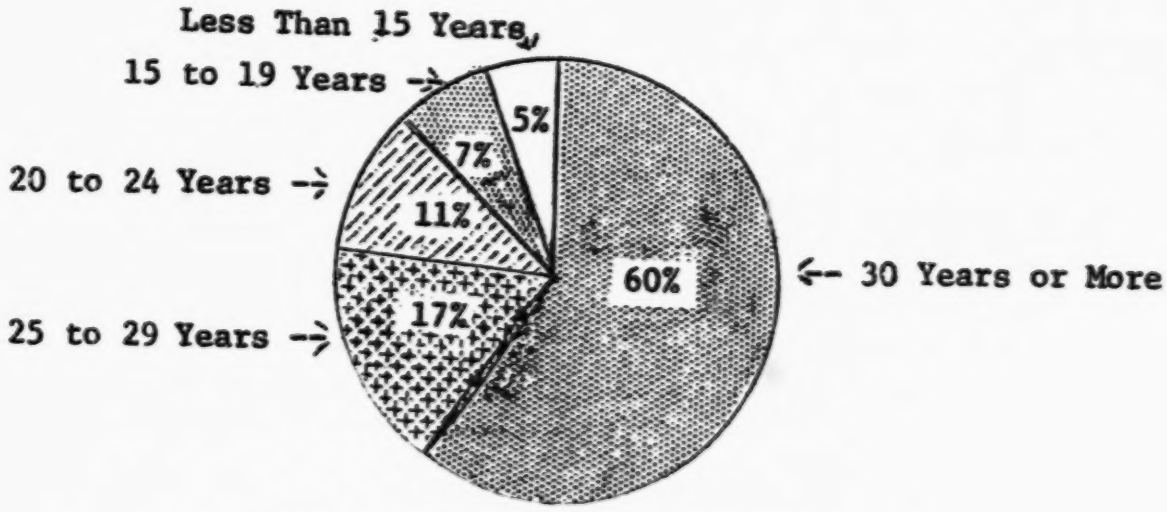
Mobility of Heads of Household



Years of Residence in Community



Years of Residence in Cook County

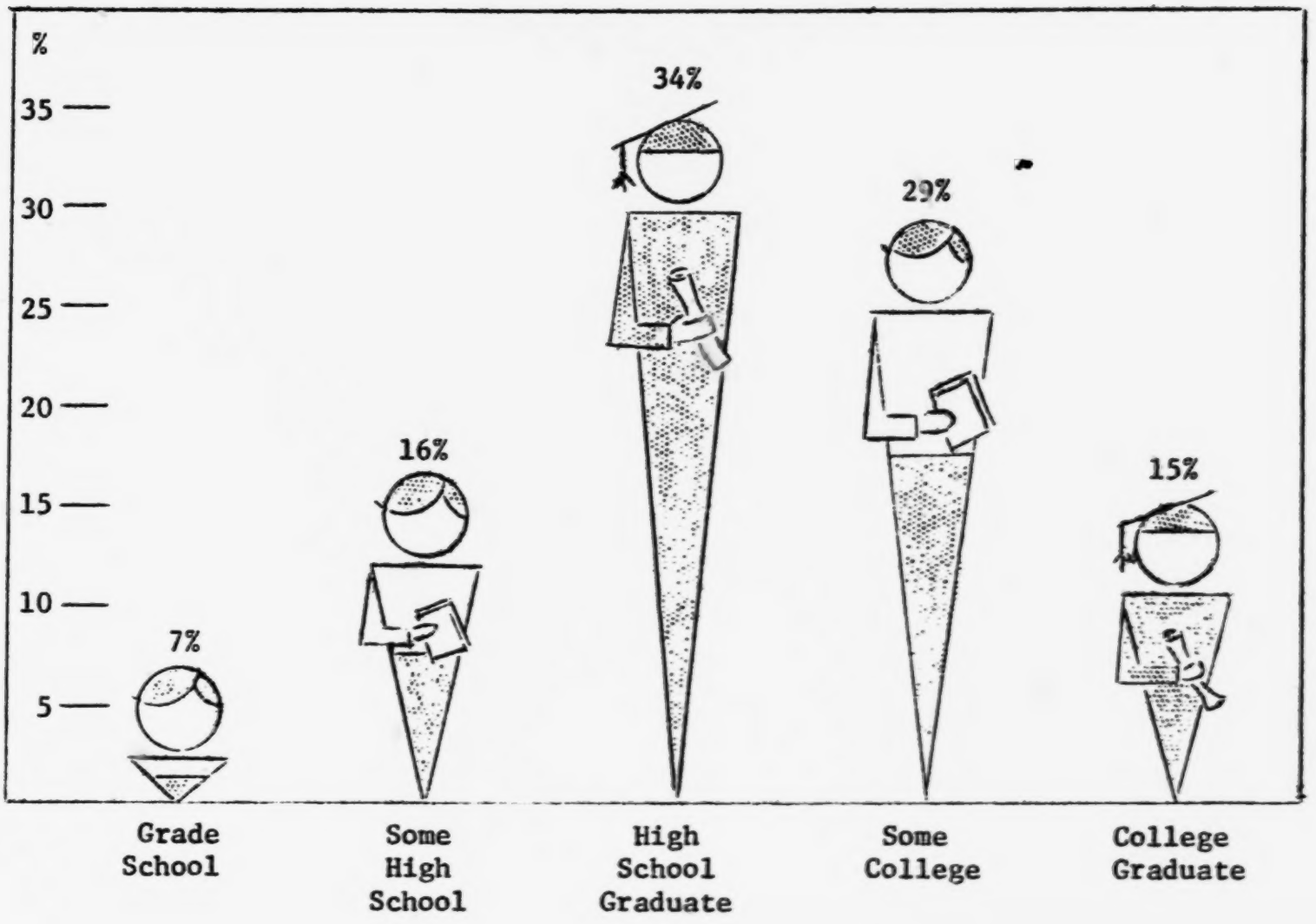


Years of Residence in Illinois

The amount of formal education which heads of households had completed by the end of January, 1969 is shown in Figure 3. Three-fourths of the heads of households had completed high school, 44 per cent had continued beyond high school. About one-fourth had not completed high school.

FIGURE 3

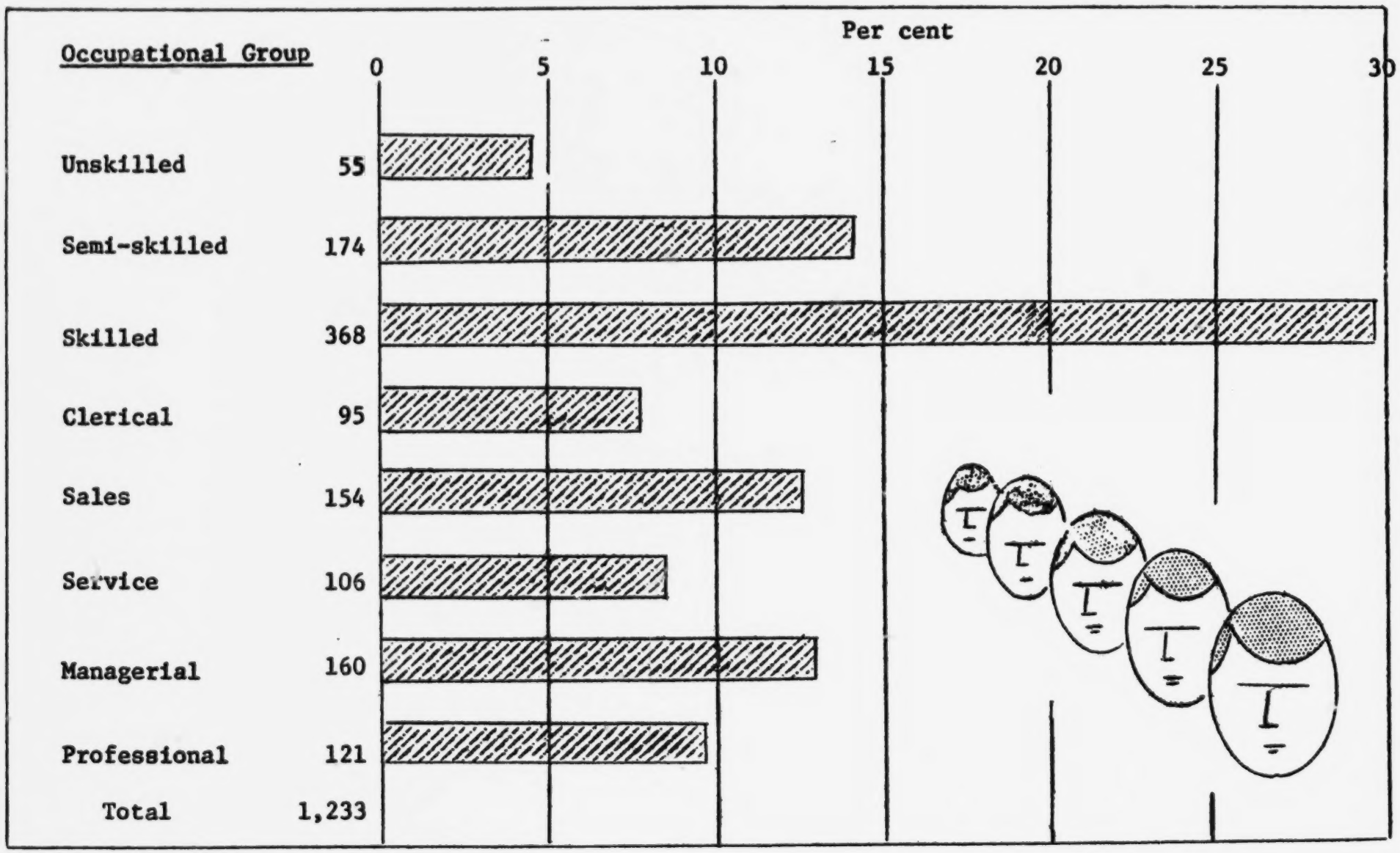
Education of Heads of Households



The occupations of heads of households are reported in Figure 4. Almost a third are skilled workers; semi-skilled, sales and managerial workers occur in almost equal numbers as do clerical, service and professional workers.

FIGURE 4

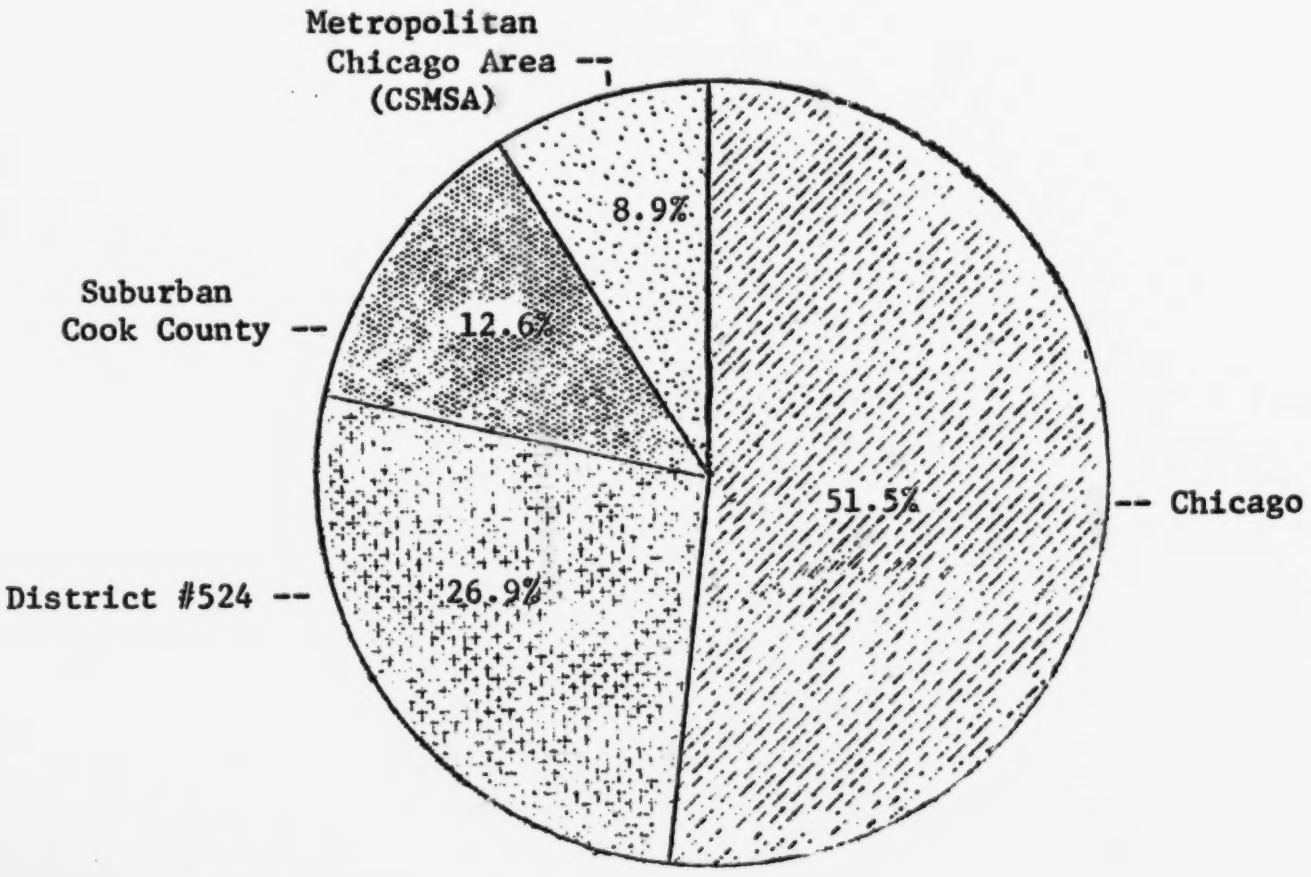
Occupations of Heads of Households



Slightly more than half of the heads of households are employed in Chicago, about a fourth work in the college district and almost a fourth work in the greater metropolitan area. Presented in Figure 5 these data indicate that occupational program planning should consider the greater metropolitan area as our "employment community."

FIGURE 5

"Community" of Employment of Heads of Households



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A P P E N D I X

- Sample Interview Schedule
- Sample Interview Guide
- Sample Press Release
- Sample Letter to Respondents
- Sample Computer Print-out

MORAINE VALLEY COMMUNITY COLLEGE
Social Science Household Interview Schedule

MORAINE VALLEY

Directions: (Say) "As a resident of our community college district, your ideas about various aspects of our college are important to us. I am going to read eight statements about our college."
(HAND RESPONDENT ANSWER CARD #1)

ANSWER CARD #1

ANSWER CHOICES:

A. Strongly disagree

B. Disagree

C. Neutral or uncertain

D. Agree

E. Strongly agree

"After each statement, please tell me the letter of the answer choice which best states your position. I will mark your choices on an answer card which is identified only by the name of this community. Your name will not be recorded, so that you may give your real feelings."

STATEMENTS:

1. Our two-year community college should provide programs which permit students to transfer to four-year colleges and complete college degrees.

2. Our community college should provide music, cultural and lecture programs which are open to the public.

3. Technical job training should be offered by our community college.

4. Our community college should provide training in reading, writing and mathematics for students who need to develop these skills.

5. Adult education courses should be an important part of our community college program.

6. Our community college should offer career, education and personal counseling for students and potential students.

7. The local taxes spent on our community college are a good investment for this community.

8. Our community college makes our community a better place in which to live.

(COLLECT ANSWER CARD #1)

COMMUNITY SERVICES

Directions: (Say) *"The next set of items deals with community services. I am going to name four community services."*

(HAND RESPONDENT ANSWER CARD #2)

ANSWER CARD #2
ANSWER CHOICES:
A. Poor
B. Fair
C. Good
D. Excellent
E. Superior

"For each service, please tell me the letter of the answer choice which best states your judgment of the quality of the service in this community."

STATEMENTS:

9. According to your personal standards, the recreation facilities in this community are *(choice)*.

10. According to your personal standards, the public schools in this community are *(choice)*.

11. According to your personal standards, the water services in this community are *(choice)*.

12. According to your personal standards, the public transportation in this community is *(choice)*.

(COLLECT ANSWER CARD #2)

Directions: (Say) *"The next two statements also refer to this community.*

(HAND RESPONDENT ANSWER CARD #1)

(Say) *"After each statement, please tell me the letter of the answer choice which best states your position."*

13. Community improvements should be made even if they increase taxes.

14. Everything considered, I'm satisfied with this community as a place to live.

(COLLECT ANSWER CARD #1)

CENSUS DATA

Directions: (Say) *"Your answers to the following census-type questions will help provide a more current basis for educational planning than does the 1960 Census Report. As there are no answer cards for these questions, I will show you the answer choices in this booklet when they are needed."*

15. For how many years has the head of the household lived in *(name of community)*?

    A. 10 or more years.
    B. Between 6 and up to but not including 10 years.
    C. Between 3 and up to but not including 6 years.
    D. Between one and up to but not including 3 years.
    E. Less than but not including one year.

16. For how many years has the head of the household lived in Cook County, including Chicago? (Note: All Moraine Valley communities are in Cook County

    A. 20 or more years.
    B. Between 15 and up to but not including 20 years.
    C. Between 10 and up to but not including 15 years.
    D. Between 5 and up to but not including 10 years.
    E. Less than but not including 5 years.

    (SEE COUNTY MAP IF NECESSARY)

17. For how many years has the head of the household lived in Illinois?

    A. 30 or more years.
    B. Between 25 and up to but not including 30 years.
    C. Between 20 and up to but not including 25 years.
    D. Between 15 and up to but not including 20 years.
    E. Less than but not including 15 years.

18. In which of the following areas did this family live before moving to *(name of community)*?

    (Show respondent answer choices)

    A. None - we've lived in this community all our married lives.
    B. Chicago.
    C. Another Chicago suburb.
    D. Illinois, outside Chicago area.
    E. Another state or country.

19. How much formal schooling had the head of the household completed by the end of January, 1969?

    (Show respondent answer choices)

    A. Grade school or less.
    B. Some high school.
    C. High school graduate.
    D. Trade, technical or business school; or less than four years college.
    E. Four year college graduate or more.

CENSUS DATA (continued)

20. a. What is the usual occupation of the head of the household? (Former occupation, if retired. Wait for an answer before asking the next question. Do not code the name of the occupation.)

b. With which of the following groups does the occupation of the head of the household belong?

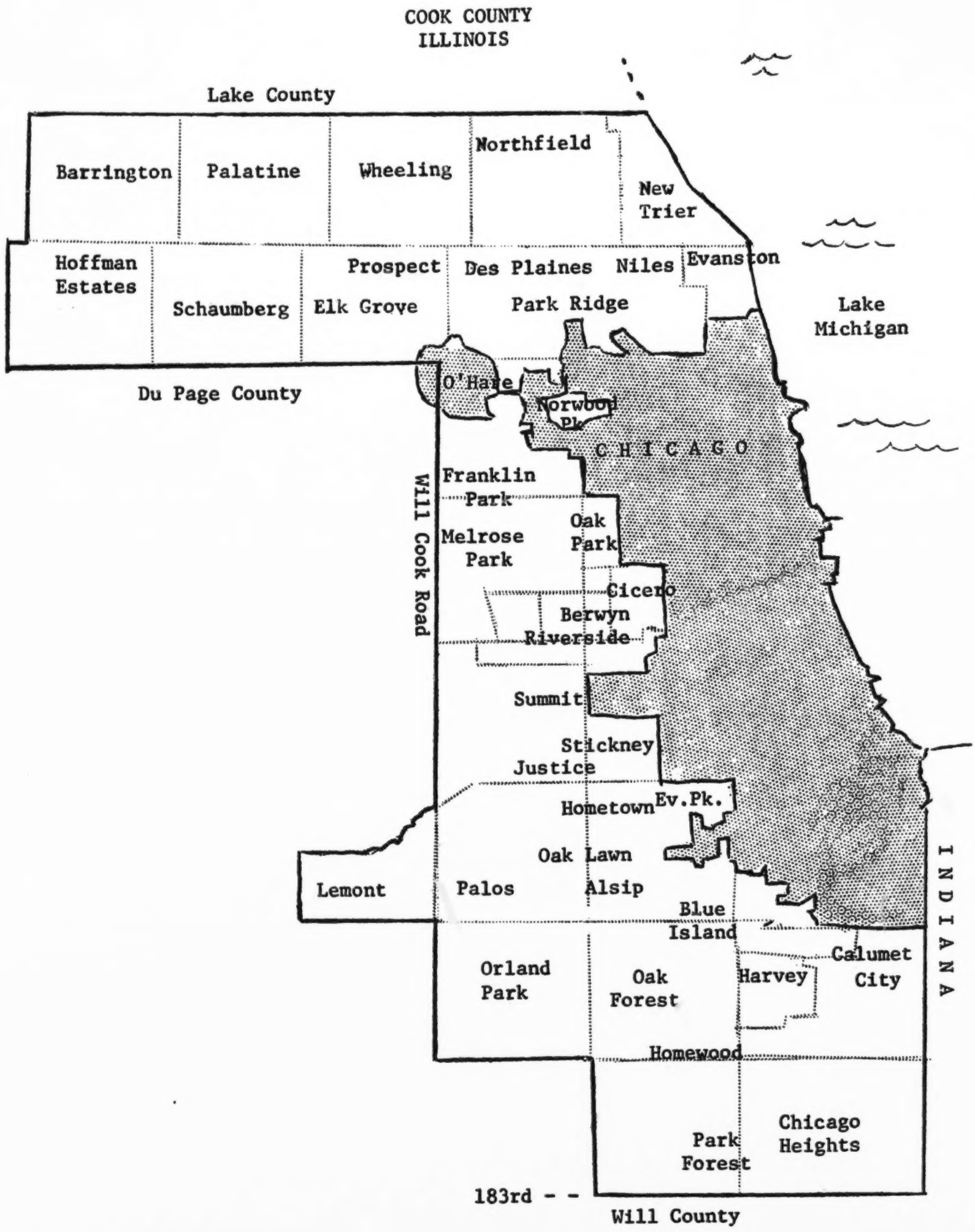
(Show respondent choices. Caution! Use care to code respondent choice in proper space on answer card. If the occupation does not fit any of the groups, or if you disagree with the respondent's choice, PRINT the name of the occupation in the space between answer columns, to the left of numbers 44-50. A staff member will then code this item.) Do not name the occupation unless you are unsure of the occupational group.

Code	Occupational Groups
21 A	UNSKILLED - (No specific training necessary) Car washer, custodian, freight handler, laborer, nursery man, stock clerk,etc
22 A	SEMI-SKILLED - (Usually requires on-the-job training, but not apprenticeship) Assemblers, building maintenance, bus, truck or cab driving, inspectors, etc.
21 B	SKILLED - (Usually requires apprenticeship or technical schooling.) Carpenter, draftsman, electrician, machinist, mechanic, meat-cutter, plumber, printer, etc.
22 B	CLERICAL - (May require special training or schooling.) Bookkeeper, cashier, computer or keypunch operator, mailman, receptionist, secretary, shipping or receiving clerk, telephone operator, typist, etc.
21 C	SALES - (May or may not require special training.) Insurance agent, real estate sales person, retail or wholesale sales person or business representative, securities sales.
22 C	SERVICE - (Sometimes requires special training.) Appliance repair, barber or beautician, fireman, hospital attendant, household worker, military (non-commissioned), policeman, waiter or waitress, etc.
22 D	MANAGERIAL - (May require four year college degree) (Manager of business firm or branch, in charge of medium or large manufacturing, construction, real estate or other business firm.
22 E	PROFESSIONAL - (Requires four year college degree or more) Accountant, actor, architect, artist, clergyman, doctor, lawyer, officer in military, scientist, teacher, etc.

23. In what community does the head of the household usually work?

(PRINT the name of the city, village or (if unincorporated) township on the line provided for "name" on the front side of the answer card.

- If the person doesn't always work in the same community, list the next larger area which includes the locations in which the person works. Examples: Southwest Chicago and southwest suburbs, Metropolitan Chicago, Illinois, Midwest, etc.)
- If temporarily unemployed, name community of usual employment.
- If retired, print "Retired".


COOK COUNTY
ILLINOIS
Lake County
Barrington
Palatine
Wheeling
Northfield
New
Trier
Hoffman
Estates
Schaumberg
Prospect
Elk Grove
Des Plaines
Niles
Evanston
Park Ridge
Lake
Michigan
Du Page County
O'Hare
Norwood
Pk.
CHICAGO
Will Cook Road
Franklin
Park
Melrose
Park
Oak
Park
Cicero
Berwyn
Riverside
Summit
Stickney
Justice
Hometown
Ev.Pk.
Oak Lawn
Lemont
Palos
Alsip
Blue
Island
INDIANA
Orland
Park
Oak
Forest
Harvey
Calumet
City
Homewood
Chicago
Heights
Park
Forest
183rd - -
Will County

SOCIAL SCIENCE 102

Household Interview Guide

A. General Considerations

1. M.V.C.C. Representatives -- First and foremost, remember that you represent Moraine Valley Community College in contacting community members. You are likely to be the first personal contact the respondent has had with the college. Many respondents may ask you questions about the college and will judge the college by your answers and behavior. The following Moraine Valley facts may help you answer common questions:

   - First semester enrollment, 1,200; second semester enrollment, 1,600.
   - Seven temporary buildings on permanent campus site in Palos Hills.
   - Classes held in two converted warehouse buildings at 115th Street in Alsip.
   - Science classes conducted in the education building of Little Company of Mary Hospital.
   - Physical education classes offered in recreational facilities throughout the community.
   - Construction of the permanent campus buildings to begin in 1969.

2. Social Science Interviewer -- Second, remember that your success in collecting interview information depends upon you doing your work quickly and efficiently. Study this guide which offers suggestions on how to do this.

   You must also know how to use the interview schedule and to record the answers. Practice using the interview schedule with members of your family or friends so that you become familiar with the procedure.

   Maintain a friendly manner, but remember that time spent in answering questions will lengthen each interview. For very interested respondents, two or three copies of Introducing Moraine have been included in each packet. Ask people to call 425-9300 to get answers to questions which you cannot answer or do not have the time to answer.

B. Conducting the Interview

1. Who to Interview -- Interview an adult who can answer questions about the head of the household. The husband of a married couple is considered the head of the household, if he is living in the household. In other cases, the head of the household is the family member so designated by the household members.

2. Opening the Interview -- With M.V.C.C. identification badge worn in plain sight, begin the interview with a pleasant greeting such as: *"Hello! Are you Mrs. (respondent's name) ? I am (your name), your Moraine Valley College Student Interviewer." May I talk with you for a few minutes now?*

3. How to Interview -- Try to interview privately. Avoid interviewing people in groups. However, if there are several people present, have all questions answered by the same person.

4. During the Interview:

   - Try not to show surprise or approval or disapproval at the respondent's replies, either by the way you look or the tone of your voice.

   - Never permit a respondent to examine the answers of another respondent.

   - Do not discuss politics or other controversial subjects. Avoid arguments or long discussions.

5. Using the Interview Schedule -- Ask questions as though you expected an answer. Do not use an apologetic manner. In addition:

   - If a respondent seems to answer reluctantly or hesitantly, remind him how important his answers are to us or remind him that his answers are strictly confidential.

   - Follow the script on the schedule, asking questions in the exact order that they appear on the interview schedule.

   - Ask all questions from the interview schedule exactly as they are worded.

   - If the respondent hesitates or does not seem to understand, re-read the question slowly.

   - Interviewer must not suggest answers to the respondent. Ask *"Which answer do you choose?"* rather than *"Do you mean _____?"*

   - If the respondent does not answer a question, leave the answer space for that question blank.

   - Code all respondent answer choices on the IBM Student Response card. Do not mark respondent's choices on the Interview Schedule.

6. Closing the Interview:

   - Before leaving each respondent, check the interview response card for complete coding.

   - Thank the respondent for his time and ideas.

C. Procedures for Special Problems

1. Not-at-Homes -- Telephone any respondents who are not at home on your scheduled visit. (See letter to respondent.) Telephone numbers of respondents are listed in local telephone directories. If you don't have a directory, dial 411, Directory Assistance.

   To minimize travel, try to schedule call-back interviews for one or two occasions. Perhaps you can suggest a weekday evening or Saturday, which would be convenient for respondents not available during the day.

   Women interviewers may want to make evening call-backs in pairs. If pairs are used, one student should ask the questions as the other records the answers.

2. Not Availables --

   - If you are unable to contact a respondent by telephone after not finding him at home, print "N.A." (Not Available) before the name on your interview assignment sheet.

   - On your interview assignment sheet, replace each "N.A." with another respondent from the same area. Add the name and address of the replacement to your interview assignment list.

   - The college will inform each "N.A." that you were unable to contact them by telephone or visit and that they have been replaced.

3. Refusals -- Most persons cooperate fully in a survey. Refusals are rare. Occassionally, you may find a respondent who is reluctant to give information, mainly because he does not understand why it is needed. Types of refusals include:

   - Reluctant respondents -- In the case of a reluctant respondent, try to use persuasion to overcome his objection. For instance, you can explain that almost 2,000 residents are providing this information and that all the information collected is strictly confidential and impersonal and is used only for making statistical totals of the many people in families added together. As a last resort, invite reluctant respondents to call Mr. Hecht at 425-9300.

   - Partial refusals -- Another type of respondent may be unwilling to answer some questions. Try persuasion with this person too, but, if he cannot be persuaded, leave the item blank.

   - Complete refusals -- If, in spite of your best attempts to be persuasive, a person refuses to be interviewed, print "R" before his name on your interview assignment list.

     Replace complete refusals with another respondent in the same interview area. Add the replacement's name and address to your interview assignment list.

- Your attitude -- Your attitude in a refusal situation is an important factor in creating good will toward the college. Remain calm and courteous, and don't consider the refusal a personal affront. Don't argue, and don't lose your temper.

4. Foreign Language -- You may find a respondent who does not speak English or any other language which you speak. If you have only one or two of these cases, replace them as described in "Not Availables" (Section C 2) If you find a large number of persons on your interview assignment list do not speak English, call Mr. Hecht to request an alternate assignment list.

5. HELP! -- Refer any other special problems which you are unable to handle to Mr. Hecht, 425-9300.

D. Turning in completed interview materials:

Turn in all completed interview materials on Thursday, March 20, or Tuesday, March 25. Put your folded interview assignment sheet, coded cards and coding pencil in your response card envelope.

Sign your name in the space provided, and return the envelope to one of your instructors. Keep the Interview Schedule and Interview Guide for further class use.

March 6, 1969

Moraine Valley Community College

Press Release

For Immediate Release

Re: Community Survey

For further information: contact Mary Nelson, Director of Community Relations, 9206 S. Keating, Oak Lawn, Ill. 60453. 425-9300, ext. 47

Social science students of Moraine Valley Community College will be visiting homes in the college area March 18-24 to collect data for educational planning.

Letters have been sent to 1,900 households selected at random from all sections of the district. The homes selected constitute about three per cent of the total.

The 162 students making the survey are directed by Assoc. Prof. Raymond Olson and Asst. Prof. William Klecka. Technical assistance in design, implementation and analysis is being given by the college's office of Research and Curriculum Planning.

Survey data will be analyzed by computer.

In addition to providing planning information for the college, the survey gives social science students an opportunity to participate in a research study related to topics studied in class.

Student interviewers will be identified by MVCC badges.

-30-

MORAINE VALLEY COMMUNITY COLLEGE

Colonial Building — Suite 2G
4740 West 95th Street
OAK LAWN, ILLINOIS
60453

Phone 425-9300
Area Code 312

March 13, 1969

Dear Neighbor:

Moraine Valley is your new community college. To serve the community better, the college is surveying the ideas of district citizens.

As a Social Science class activity, I would like to call on you to get your ideas and some census-type facts. This should take only a few minutes of your time.

I will be visiting several households in your area on

_____ between _____.

If you are not home when I visit, I will call you after 6 P.M. to schedule a conference.

I am looking forward to talking with you.

Cordially,

_____
Student Interviewer

Alfred R. Hecht Director
Office of Research and Curriculum Planning

DISTRICT

HOUSEHOLD SURVEY ANALYSIS

MVCC X COMMUNITY SERVICES

	UNFAVORABLE	NEUTRAL	FAVORABLE	TOTAL	PERCENT
UNFAVORABLE	17	76	205	298	22.2
NEUTRAL	10	166	752	928	69.3
FAVORABLE	1	7	106	114	8.5
TOTAL	28	249	1063	1340	
PERCENT	2.1	18.6	79.3		100.0

DF = 4

CHI-SQUARE = 49.754 ***

P.10 * = 7.779

P.05 ** = 9.488

P.01 *** = 13.277